

Handbook of Research on Advancing Critical Thinking in Higher Education

Part of the Advances in Higher Education and Professional Development (AHEPD) Book Series

Sherrie Wisdom (Lindenwood University, USA) and
Lynda Leavitt (Lindenwood University, USA)

Description:

The importance of critical thinking has surged as academics in higher education realize that many students, upon entering college, lack the critical thinking skills necessary to succeed. While much has been written regarding the 'lack' of critical thinking, less has been written on the success of methods implemented to develop this fundamental skill.

The **Handbook of Research on Advancing Critical Thinking in Higher Education** explores the effective methods and tools being used to integrate the development of critical thinking skills in both undergraduate and graduate studies.

Readers:

This publication is a crucial addition to the scholarly reference works available to pre-service and early career teachers, seasoned educational professionals, professors across disciplines, curriculum specialists, and educational administrators.

ISBN: 9781466684119

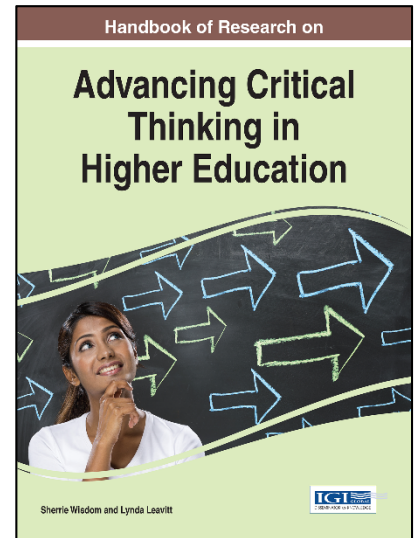
Release Date: May, 2015

Copyright: 2015

Pages: 591

Topics Covered:

- Adult Learning
- Critical Thinking Development
- Curriculum Development
- Learning Theory
- Philosophy of Teaching
- Skill Assessment and Measurement
- Teaching Strategies



Hardcover +
Free E-Access:
\$325.00

E-Access
Only:
\$305.00

1 Year
Online Subscription:
\$150.00

2 Year
Online Subscription:
\$255.00



Section 1

Chapter 1

Ancient Thinking and Modern Challenges: Socratic Education in the 21st Century
Frank Giuseppe, Missouri Military Academy, USA

Chapter 2

Critical Thinking and Character
Dana Delibovi, Lindenwood University, USA

Chapter 3

Critical Thinking, Socratic Seminars, and the College Classroom
John D. Long, Lindenwood University, USA

Chapter 4

The Erosion of Critical Thinking Development in Post-Secondary Education: The Need to Return to Liberal Education
Michael Robert Hepner, St. Louis Community College, St. Louis, MO, USA

Section 2

Chapter 5

Critical Thinking Skills in Virtual Learning Environments
Julie M. Little, Indiana University-Purdue University, Indianapolis, IN, USA
Charles R. Feldhaus, Indiana University-Purdue University, Indianapolis, IN, USA

Chapter 6

Developing an Assessment Program to Measure Critical Thinking: A Case Study at a Small, Online College
Caulyne N. Barron, Dunlap-Stone University, USA

Chapter 7

University Teachers' Interactions with Their Online Students at an Australian University
Shamsul Arifeen Khan Mamun, University of Southern Queensland, Toowoomba, Australia
Patrick Alan Danaher, University of Southern Queensland, Toowoomba, Australia
Mohammad Mafizur Rahman, University of Southern Queensland, Toowoomba, Australia

Section 3

Chapter 8

Academic Service-Learning as a Pedagogical Tool and Strategy: Promoting Critical Thinking among PreService Teachers
Estanislado Salazar Barrera, IV, Louisiana State University, USA
Margaret-Mary Sulentic Dowell, Louisiana State University, USA

Chapter 9

Developing Meaning-Making to Promote Critical Thinking
Sarah E. Schoper, Western Illinois University, USA
Craig E. Wagner, Buena Vista University, USA

Chapter 10

Mapping Problems to Solutions: Logic Modeling in a Graduate Teacher Leadership Course
Tara Shepperson, Eastern Kentucky University, USA
April Blakely, Eastern Kentucky University, USA

Chapter 11

Teaching Critical Thinking and The Role of Team Teaching
Stephen D. Brookfield, University of St. Thomas, Minneapolis-St. Paul, USA

Chapter 12

Watching TV News: Should We Approach It Like Reality TV?
Joseph A. Cernik, Lindenwood University

Section 4

Chapter 13

Critical Thinking as a Multifaceted Phenomenon: A Scheme of Interdisciplinary Research Platform
Mária Bednáriková, Slovak University of Technology, Bratislava, Slovakia

Chapter 14

Interdisciplinary Perceptions: Academic Acculturation and a Pathway to Improved Critical Thinking
Donna M Velliaris, Eynesbury Institute of Business and Technology, Australia

Section 5

Chapter 15

Developing Critical Thinking in Doctoral Students: Issues and Solutions
Peter Smith, University of Sunderland, UK

Chapter 16

Faculty Support and Guidance for Doctoral Candidates: Promotion of Critical Thinking
Sherrie L. Wisdom, Lindenwood University, St. Charles, MO, USA

Section 6

Chapter 17

Globalization, Cross Border Education, and Student Migration: Determining Student Institutional Choice Factors
Ryan Vance Guffey, Lindenwood University, USA

Chapter 18

The Japanese Tertiary Education System and its Impact on Economic Conditions from 2000 to 2010: Human Capital Formation
Erin Kalkbrenner, Lindenwood University, USA

Chapter 19

NALA TO NCAA D-II Sports Transition: A Three Year University Case Study
Sherrie L. Wisdom, Lindenwood University, St. Charles, MO, USA
Graham Weir, Lindenwood University, St. Charles, MO, USA

Sherrie Wisdom is Supervisor of Graduate Research for the School of Education. Her professional education career includes consultation on educational research with doctoral students, experience with k-12 curriculum, teaching secondary mathematics and physics, and teaching college level physics and statistics. She earned an EdD in Educational Administration from Lindenwood University, a MA in Applied Mathematics from the University of Missouri – St. Louis, a MEd in Curriculum & Instruction: Mathematics & Physics from the University of Missouri – Columbia, and a Graduate Certificate in Institutional Research from the University of Missouri – St. Louis. Her research interests include Critical Thinking in Higher Education, NAIA to NCAA D-II Sports Transition, Global Perspective Characteristics of Lindenwood University Undergraduates, Progression and Persistence Characteristics of Lindenwood University EdD Students, and analysis with large-scale educational databases.

Lynda Leavitt is an Associate Professor, Department of Educational Leadership, School of Education and Editor of the Journal of Educational Leadership in Action, ELA at Lindenwood University. Dr. Leavitt's experience includes general and special education administration and elementary teaching. She received a bachelor degree in Political Science from Central Missouri State University and a bachelor degree in Elementary and Special Education from the University of Missouri, St. Louis. Dr. Leavitt holds a Master of Arts in Curriculum and Instruction from National Louis University and a Master of Arts degree in International Studies from Lindenwood University. She also earned a doctorate in Educational Leadership from Saint Louis University. Research interests include global educational issues and developing ones global competence.