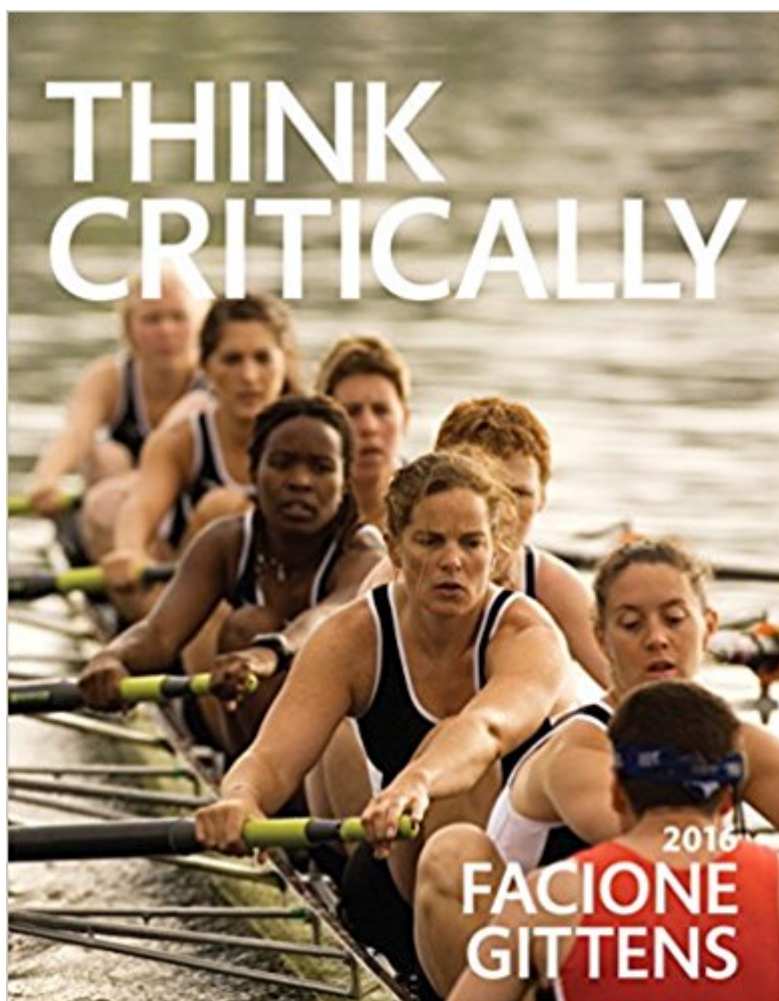


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Think Critically (3rd Edition)



Synopsis

For courses in Critical Thinking Think currency. Think relevancy. Think Critically. Think Critically, 2016 presents critical thinking as the optimal approach for solving real-world problems and making important decisions, boosting the relevance of course material to students' lives. Authors Peter Facione and Carol Ann Gittens employ a simple, practical approach to deliver the core concepts of critical thinking in a way that students can easily understand. Incorporating contemporary material from a wide range of real-life situations, Think Critically's engaging examples and exercises hammer home positive critical thinking habits of mind that students can use in the classroom and beyond. Think Critically, 2016 is also available via REVEL, an immersive learning experience designed for the way today's students read, think, and learn.

Book Information

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Customer Reviews

Peter A. Facione, PhD, has dedicated himself to helping people build their critical thinking to become better problem solvers and decisions makers. He does this work not only to help individuals and groups achieve their own goals, but also for the sake of our freedom and democracy. Facione draws on experience as a teacher, consultant, business entrepreneur, university dean, grandfather, husband, musician, and sports enthusiast. Now he is taking his message about the importance of critical thinking directly to students through Think Critically. "I've paid very close attention to the way people make decisions since I was 13 years old," says Facione. "Some people were good at solving problems and making decisions; others were not. I have

always felt driven to figure out how to tell which were which. He says that this led him as an undergraduate and later as a professor to study psychology, philosophy, logic, statistics, and information systems as he searched for how our beliefs, values, thinking skills, and habits of mind connect with the decisions we make, particularly in contexts of risk and uncertainty. A native Midwesterner, Facione earned his PhD in Philosophy from Michigan State University and his BA in Philosophy from Sacred Heart College in Detroit. He says, "Critical thinking has helped me be a better parent, citizen, leader, consultant, teacher, writer, coach, husband, and friend. It even helps a little when playing point guard!" In academia, Facione served as provost of Loyola University Chicago, dean of the College of Arts and Sciences at Santa Clara University, and dean of the School of Human Development and Community Service at California State University Fullerton. "As a dean and provost, I could easily see that critical thinking was alive and well in every professional field and academic discipline." Facione spearheaded the international study to define critical thinking, sponsored by the American Philosophical Association. His research formed the basis for numerous government policy studies about critical thinking in the workplace, including research sponsored by the U.S. Department of Education. Published by Insight Assessment, his tools for assessing reasoning are used around the world in educational, business, legal, military, and health sciences. Today, Peter operates his own business, Measured Reasons. He is senior level consultant, speaker, writer, and workshop presenter. His work focuses on strategic planning and leadership decision making, in addition to teaching and assessing critical thinking. With his wife, who is also his closest research colleague and co-author of many books and assessment tools, he now lives in sunny Los Angeles, which he says, "suits [him] just fine." You can reach him at pfacione@measuredreasons.com.

Carol Ann Gittens, PhD, is an Associate Dean in the College of Arts & Sciences at Santa Clara University (SCU). She is an associate professor with tenure in the Liberal Studies Program and directs SCU's undergraduate pre-teaching advising program and the interdisciplinary minor in urban education designed for students interested in pursuing careers in PreK-12 education. Gittens was the founding Director of Santa Clara University's Office of Assessment from 2007 to 2012. As assessment director, she performed key activities related to institutional re-accreditation, educated academic and cocurricular programs in the assessment of student learning, and designed and oversaw an innovative multiyear, rubric-based assessment plan for a new core curriculum. She is an educational assessment mentor and accreditation evaluator for the Western Association of Schools and Colleges (WASC) as well as Board of Institutional Reviewers member of the California Commission on Teacher Credentialing (CTC), and a senior research

associate with Insight Assessment, LLC. The central focus of Gittens's research is on the interface of critical thinking, motivation, mathematical reasoning, and academic achievement of adolescents and young adults from diverse cultural and ethnic backgrounds. Dr. Gittens is an author or co-author of numerous articles and assessment tools focusing on critical thinking skills, numeracy, and dispositions in children and adults. As of this writing, her forthcoming paper is "Assessing Numeracy in the Upper Elementary and Middle School Years." Gittens's consulting activities include working with college faculty, staff and administrators, PreK-12 educators, as well as business executives, managers, and employees. Dr. Gittens's areas of expertise include assessment of institutional effectiveness and student learning outcomes, institutional and professional accreditation planning, translating strategic vision into measurable objectives, designing sustainable assessment systems at all levels of the institution, critical thinking pedagogy and assessment, integrating critical thinking and information literacy across the curriculum and in cocurricular programs, as well as statistics and assessment design for individuals and institutions. Gittens earned her PhD in Social and Personality Psychology from the University of California at Riverside. She received her BA in Psychology and Women's Studies from the University of California at Davis. Prior to her appointment at Santa Clara University she taught at California State University, San Bernardino and at Mills College in Oakland, California. Gittens and her husband live in California's Silicon Valley with their teenaged daughter and son, and their 4-year-old daughter. She is an active parent volunteer in her children's school, and is involved with K-12 schools in the local community, offering teacher training workshops on nurturing and assessing students' critical thinking.

Along with some other reviews, I was just simply disappointed. I had this as a textbook for a graduate level class, and that was simply underwhelming. I don't mean to imply there's no good information. You just need to disregard the underlying narrative that laces the book with the authors' points of view on things not related to critical thinking. Worst part, I even agreed with a lot of the narrative, it just distracted from the point of the text, seemingly to fill pages in the textbook. You'd be better off reading: "Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction," by Facione, along with "Heuristics and Biases" by Gilovich, Griffen, Kahneman - both of which are the underlying text for most of what I gleaned from this textbook. Potentially "Think, Fast and Slow" by Kahneman as well.

Forced to rent this textbook for an "Effective Thinking" (Psychology) class... Book is way too

verbose. Examples seem contrived, like the authors are trying too hard to make the material seem "relevant" to college students. Most of the examples are made-up stories centered around the social lives of college students (e.g. a college girl who gets drunk in a nightclub and winds up screaming at another girl, only to later realize she may have embarrassed herself in front of a "cute guy" from her Communications class)... Sorry, but as an older student, I cannot relate to any of this. What's worse, my professor quizzes us on the most trivial details from the book (presumably to make sure we actually do the reading assignments). The result is that I find myself skimming a sparse and fluff-filled text for such trivia, rather than key concepts that, if present at all, are thoroughly buried. Not a great use of my time.

The text is brilliant but seriously people, stop printing everything in stupid column format. I hate reading those stupid columns it's so inefficient. At least offer multiple versions for reader preference.

This book seems to be written for elementary or high school level education. The material was useful specifically the last chapter and I wouldn't have bought it had it not been so cheap in the used section.

First off, I had to buy the ebook after my rental never showed up (did refund my \$16, but I was already two weeks into my term at that point). And now, after downloading it onto a laptop and my phone I am unable to download it onto my computer. License limit reached. Two copies?! I only need this book for two months, what a rip off. Kindle was super helpful by saying I could de-register one of my devices and remove the copy that way or purchase another copy of the book. Thanks. I was under the impression I paid over sixty bucks to own this. Think critically before purchasing this crap.

Only got this book because of a class otherwise it would have never seen the light of day. This book has way too many movie references and stupid scenario that doesn't help make the reader understand the examples any better, in fact it confuses a lot. Overall, I CANNOT recommend this book to anyone.

I needed this book for school. It was possibly the most God awful book and course I have EVER taken. I mean there is an entire chapter on experts and states that an expert isn't an expert if they are teaching about something that is not in their field of expertise. DUH! Common sense. It should

be the book of common sense. Unfortunately, I didn't feel like I gained anything from reading it. Thank God I passed the class and don't have to do it again!

Well Kept book.

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