

How to Develop Analytical Thinking Skills



Help to

- Gather information
- Articulate
- Visualize
- Evaluate
- Solve

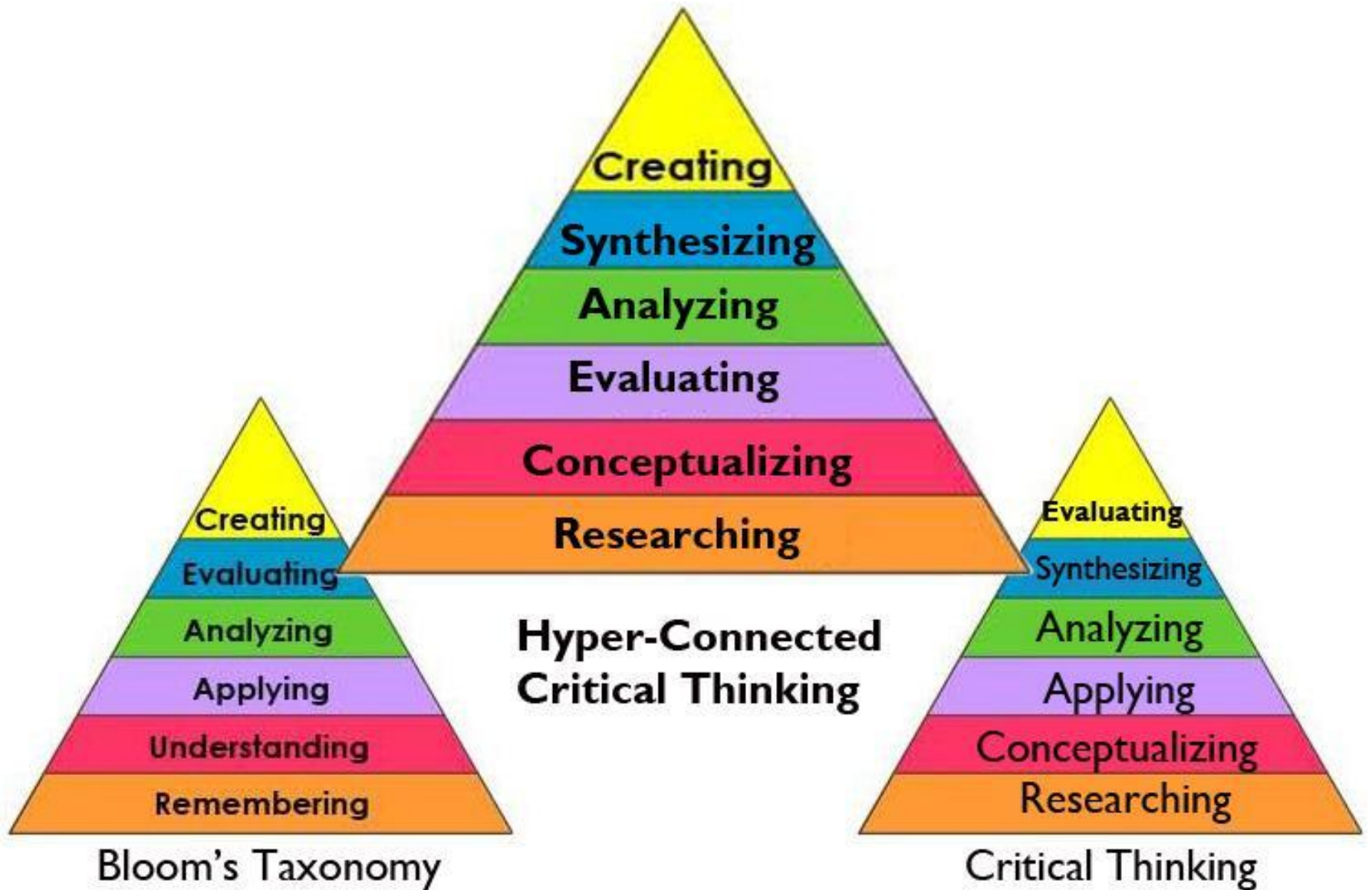
complex problems

LOGICAL
VERBAL
PART AND DETAIL
DIGITAL
SYMBOLIC
ORDER
MATH
RATIONAL
OBJECTIVE
LINEAR
TARGET AND DIRECTION
SYSTEM
ANALYTIC



art
RANDOM
AND
FREE **BIG**
PICTURE
Music
emotion
IMAGINATION
DREAM
SUR-REAL
NOVEL
Colors
Creative
analog
FUN





Thinking

Critical

- Personalizing the problem
- Interpreted for you
- Form an opinion or a believe

Analytical

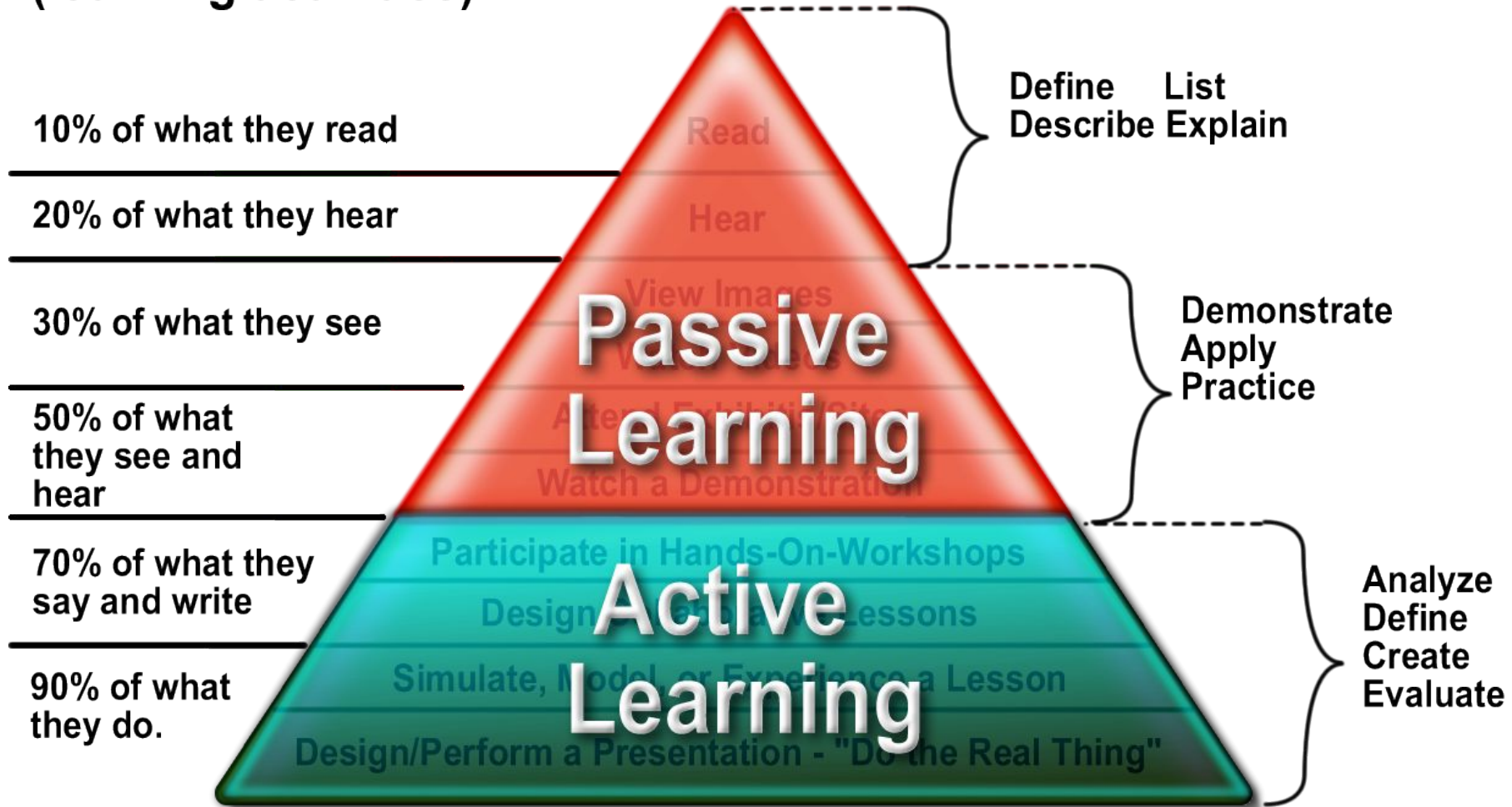
- Develop an overall conclusion
- Create a cause and effect solution
- Lead to have a more focus and stream-lined approach

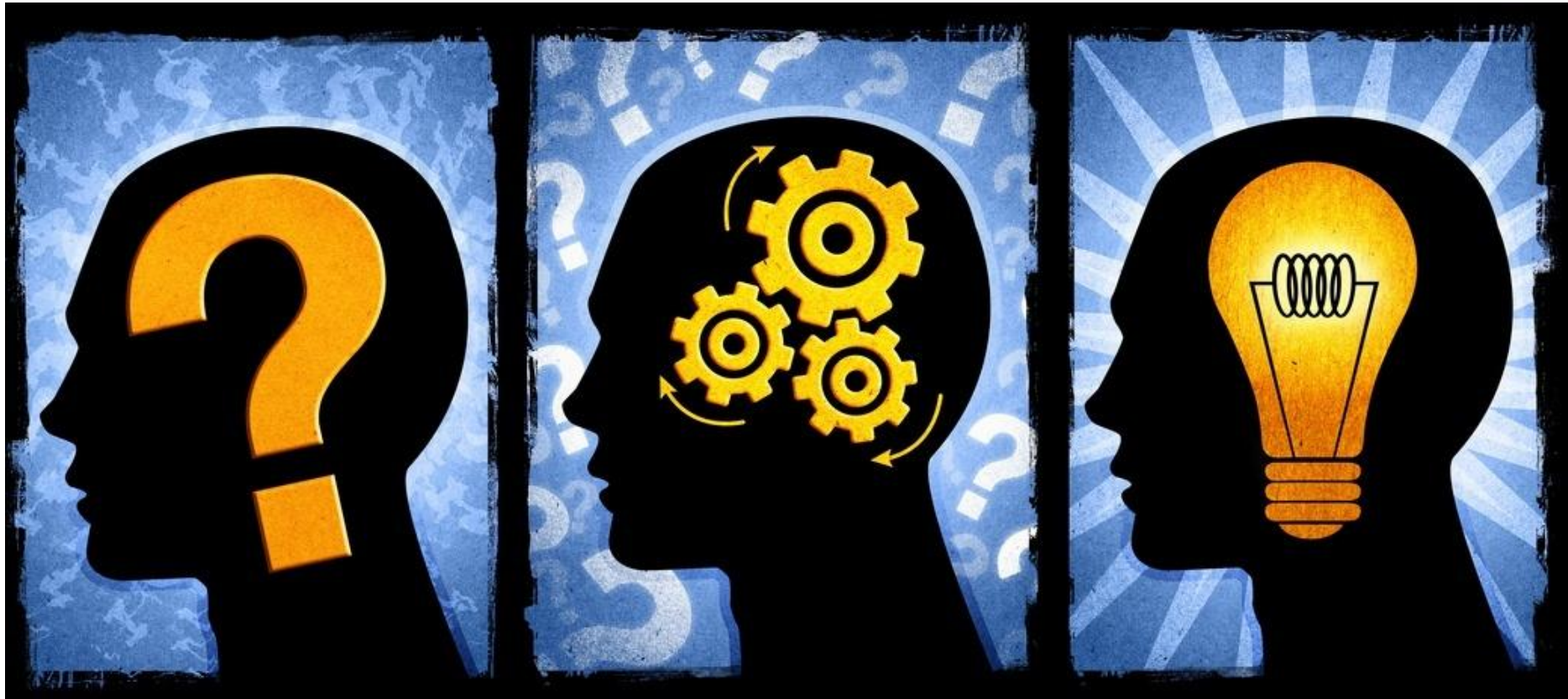
Active Learning

- Review
- Evaluation
- Test
- Examination
- Exploration

People generally remember...
(learning activities)

People are able to...
(learning outcomes)





What do the numbers mean?

- **1708**

- **16**

- **0**

What do the numbers mean?

- 1708

- 16

- 0

Date/Sum/Multiplication

Effective ways

- Reading
- Building mathematical skills
- Solving puzzles
- Sorting and Grouping Exercise
- Compare and Contrast Exercise
- Finding Cause and Effect Relations Exercise
- Observing everything occurring all around you- I see/I watch/ I feel

Socratic Thinking Exercise

Ask the students to give their views
on the subject

- Explain your viewpoint on the subject.
- Why do you think so?
- Are there examples that support your point of view?
- What's the counter-argument to what you think?
- How would you defend your point of view?
- What made you form this opinion?
- Are your opinions subject to change?

Exam tasks

Comment on the following statement.

What is your opinion? Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

Comment on the following statement. Do you agree or disagree with the statement. Use the following plan:

- make an introduction (state the problem)
- give arguments “for”
- give arguments “against”
- draw a conclusion based on the given arguments

Sample Scenarios

- Imagine you have just 5 years of your life left. What would you do with the time you have?
- Imagine you were born in the 18th century. What would life be like?
- Give 10 uses of a pen other than writing.
- Other than storage, in what different ways can a bottle be used?
- If you were able to go back in time and change one thing in the past, what would it be and why?
- If you were a non-living thing, what would you want to be? Why?

Fact or Opinion Exercise

-The square of 12 is 144. Answer: A fact

- The attendance in class today was good.

Answer: An opinion

- She looks so much like her mother. Answer:

An opinion

-The distance to the Church from your place is 4 miles Answer: A fact

- Mother is in the kitchen. Answer: A fact that can change

-The third letter of the alphabet is 'c'. Answer: A fact

- **Tasks are not for giving answers**
- **Tasks are for analytical work**

3 Steps

- Find the key word/ phrase
- Analyze the situation
- Give the answer

Pay attention to:

- how analytical skills are developed in a system of education
- how students develop their critical and analytical thinking skills
- how critical and analytical thinking skills should be taught and developed.
- how teaching techniques contribute to the development of analytical skills.

Кто владеет
Тот владеет
миром



LEARN