



## Teaching for Thinking (Psychology in the Classroom)

*By Dr Robert J Sternberg PhD PhD, Sternberg Robert, Louise Spear-Swerling, Louise C Spear-Swerling*

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What constitutes good thinking? How do analytical, practical and creative thinkers differ? Which teaching strategies promote thinking to learn as well as learning to think? Can asking the right kinds of questions enhance student thinking? In what ways do tests prevent creative and insightful problem solving? Why do some good thinkers fail? How can teachers prepare for the challenges of teaching for thinking?

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