Teaching Critical Thinking Inventory-A (TCTI-A) for Faculty

	Did not help them at all				Helped them greatly	
	1	2	3	4	5	
l hel	ped my studer	nts to:				
1.	Think abo	out their think	king			
2 .	Know wh	Know what clear questions are when they learn				
3 .	Identify s	Identify specific examples to illustrate their reasoning				
4 .	Consider	multiple pers	spectives in my	subject matt	er	
5 .	Make log	ical connecti	ions when stuc	dying subject r	matter	
		 Understand that their prejudices or biases influence their thinking 				
6.	Understa	ind that their	prejudices or t	nases innuenc	e their triiriking	
6 . 7 .			exities in issues		_	
					_	
					_	
					_	
	Work thro				g up	
7.	Work thro	ough comple	exities in issues	without giving	y up Very Often	
7.	Not at all 1 nou teach, h	ough comple 2 now often de	exities in issues	without giving	y up Very Often 5	
7. Whe	Not at all 1 In you teach, head Support search se	2 now often destudents whe	exities in issues 3 o you:	without giving 4 ow good thin	Very Often 5	
7 . Whe	Not at all 1 en you teach, h Support s Ask ques	2 now often destudents whe	3 o you: en we try to shelped students	without giving 4 ow good think	Very Often 5	
7. Whe 8.	Not at all 1 n you teach, h Support s Ask ques Encourage	2 now often destudents when the students that he ge students to the students the st	3 o you: en we try to shelped students	without giving 4 ow good think think more ca	Very Often 5 king	

van Zyl, M.A., Bays, C.L., & Gilchrist, C. (2013). Assessing teaching critical thinking with validated critical thinking inventories: The learning critical thinking Inventory (LCTI) and the teaching critical thinking inventory (TCTI). *Inquiry: Critical Thinking Across The Discipline, 28*(3), 40-50.