

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

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Did not help them at all				Helped them greatly
1	2	3	4	5

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I helped my students to:

- 1 . \_\_\_\_\_ Think about their thinking
- 2 . \_\_\_\_\_ Know what clear questions are when they learn
- 3 . \_\_\_\_\_ Identify specific examples to illustrate their reasoning
- 4 . \_\_\_\_\_ Consider multiple perspectives in my subject matter
- 5 . \_\_\_\_\_ Make logical connections when studying subject matter
- 6 . \_\_\_\_\_ Understand that their prejudices or biases influence their thinking
- 7 . \_\_\_\_\_ Work through complexities in issues without giving up

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Not at all				Very Often
1	2	3	4	5

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When you teach, how often do you:

- 8 . \_\_\_\_\_ Support students when we try to show good thinking
- 9 . \_\_\_\_\_ Ask questions that helped students think more carefully
- 10 . \_\_\_\_\_ Encourage students to apply their insight to new or other situations
- 11 . \_\_\_\_\_ Make students feel engaged in class and learning

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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.