**Can Technology Lead Student to Better Critical Thinking?**

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**Remember/Recognize/Recall**

Delicious: Social bookmarking

Flashcard apps

Highlighting in PDFs

*NOTES:*



**Understand/Classify/Summarize/Infer/Explain**

“GrenNotes”: Create a Google doc where small groups of students create a full summary of chapters or sections of text, followed by a “What to Notice” section, and a “Why it Matters” section.

PDFs: Label an illustration, adding links for details and definitions.

Todaysmeet.com: Any smart device can join room and add comment.

Mindomo: Create and share interactive mindmaps.

Mindmeister: Create and share mindmaps.

Comapping: Create and share visual notes.

Xmind: Shared mindmapping.

Google Advanced Search: Choose and refine use of search terms, then explain the results.

Use Boolean terms to narrow results to the most useful items.

Reverse engineer: Give students search results and have them determine the

search terms that were most likely used to generate them.

Wikispaces: Creating a class wiki on a topic, such as health benefits of exercise or the

evidence of Viking exploration in the New World.

NPR or BBC: Locate audio or text interview with someone with an opposing viewpoint

such as “This American Life: Confessions” episode with Salem witch trials.

*NOTES:*

**Apply/Solve/Use**

Voki: Online animated avatar with your voice. Students can use them to talk through their solutions or lab reports.

GroupBoard: Interactive white board for solving, collaborating, and brainstorming.

*NOTES:*



**Analyze/Differentiate/Organize/Distinguish/Deconstruct**

Google docs: Students can create collective definitions of key terms, rich with detail and

links to resources, with sections that name similar concepts (and explain why) and contrasting concepts (explaining why).

GroupBoard: Interactive white board for analyzing rich, complex language through group

annotation of words, phrases, sentences.

Diigo: Social bookmarking with many collaborative features that allows rich annotation of

websites and web material.

Quandary Action Maze: Create elaborate interactive action mazes for students to explore

cause and effect. (Note: This is Hot Potatoes software – not QuandaryGame.)

Edmodo Blogging: Have students blog and discuss the reading, generating their own

genuine questions, and responding about ideas in challenging text.

*NOTES:*

**Evaluate/Critique/Judge/Test**

VoiceThread: Record voice, video, or text comments in an online discussion.

YouTube: Collect three examples and have students evaluate them based on criteria.

Example: Modern storytelling characteristics and comparison to Greek rhapsodes.

Google doc: Students create a self-evaluation/metacognition journal to evaluate their own

problem solving/analysis/close reading.

FindingDulcinea’s Suspicious Sites: examples of evaluating credibility on the web.

Snopes.com: examples of evaluation of urban legends (See Chauffeur Switch)

*NOTES:*



**Create/Generate/Plan/Produce/Construct**

Voki: Online animated avatar with your voice.

ExplainEverything: Online design tool for animation and narration of documents, videos, and PowerPoint presentations.

Sketchcasting: Create a presentation with visual cues as you narrate.

*NOTES:*

**Other**: ClassDojo for behavior and incentives

Rationale software (PC) for teaching critical thinking

Sources: Churches, Andrew. “Bloom’s Digital Taxonomy.” Edorigami.wikispaces.com.

(2009) Online. October 20, 2013.