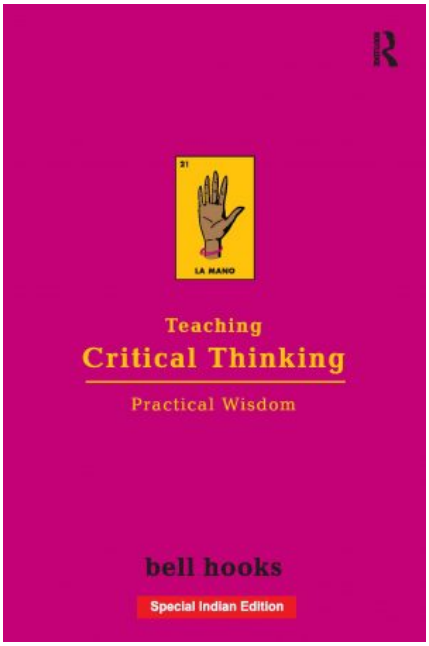
Dev Publishers & Distributors

Teaching Critical Thinking: Practical Wisdom



Author: bell hooks

Publisher: Routledge (Distributed exclusively by Dev Publishers & Distributors)

Edition: First

Year: 2021 (Rep.)

Dimension: 15 x 23 cm

No. of Pages: 198

Weight: 250 gm

ISBN: 9781138299917

Binding: Softcover

Territory: South Asia

Price: Rs 995

About the Book

In Teaching Critical Thinking, renowned cultural critic and progressive educator bell hooks addresses some of the most compelling issues facing teachers in and out of the classroom today.

In a series of short, accessible, and enlightening essays, hooks explores the confounding and sometimes controversial topics that teachers and students have urged her to address since the publication of the previous best-selling volumes in her Teaching series, Teaching to Transgress and Teaching Community. The issues are varied and broad, from whether meaningful teaching can take place in a large classroom setting to confronting issues of self-esteem. One professor, for example, asked how black female professors can maintain positive authority in a classroom without being seen through the lens of negative racist, sexist stereotypes. One teacher asked how to handle tears in the classroom, while another wanted to know how to use humor as a tool for learning.

Addressing questions of race, gender, and class in this work, hooks discusses the complex balance that allows us to teach, value, and learn from works written by racist and sexist authors. Highlighting the importance of reading, she insists on the primacy of free speech, a democratic education of literacy. Throughout these essays, she celebrates the transformative power of critical thinking. This is provocative, powerful, and joyful intellectual work. It is a must read for anyone who is at all interested in education today.

About the Author

bell hooks is a writer and critic who has taught most recently at Berea College in Kentucky, where she is Distinguished Professor in Residence.

Review

“Positing education as the practice of freedom to balance against (or as an antidote to) the notion of education as credential-collecting, Teaching Critical Thinking: Practical Wisdom seeks to help engaged educators navigate the contradictions and challenges of the academy so as to fulfill our mandate to be of compassionate service to students—as whole people, not simply as someone’s future employees.” – Rain Taxi

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