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“A great deal of
research shows that
the most successful
diets are not diets.
Rather, they are
lifestyle changes that
the person believes he
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Daniel T. Willingham
(Author of Why

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Daniel T. Willingham
(born 1961) is a
psychologist at the
University of Virginia,
where he is a professor
in the Department of
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Willingham's research
focuses on the
application of findings
from cognitive
psychology and
neuroscience to K-12
education . Willingham
earned his BA from

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Daniel T. Willingham,
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of Why Don't Students
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perspective that is
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deftly describes the incredibly complex and nearly instantaneous series of events that occur from the moment a child sees a single letter to the time they finish reading.

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Willingham Question:
Most of the teachers I know entered the profession because they loved school as children. They want to

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help their students feel
the same excitement
and passion for
learning that they did.

They are
understandably
dejected when they
find that some of their
pupils don't like school
much, and that they,
the

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Daniel T. Willingham is professor of psychology at the University of Virginia, where he has taught since 1992. He writes the popular Ask the Cognitive Scientist column for American Educator magazine.

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Willingham Daniel T.
Willingham is professor
of cognitive psychol-
ogy at the University of
Virginia and author of
Cognition: The Thinking
Animal as well as over
50 articles. With Bar-
bara Spellman, he
edited Current
Directions in Cognitive
Science.

**Critical Thinking -
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page for Daniel
Willingham, Professor
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**Daniel
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Willingham**

Critical Thinking: Why
Is It So Hard to Teach?
By: Daniel T.
Willingham. Learning
critical thinking skills
can only take a student
so far. Critical thinking
depends on knowing
relevant content very
well and thinking about
it, repeatedly. Here are
five strategies,
consistent with the

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research, to help bring
critical thinking into
the everyday ...

**Critical Thinking:
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"Why Don't Students
Like School?" by Daniel
Willingham, a Professor
of Psych at U of
Virginia. Contents. 1 1.

"People are naturally
curious, but we are not
naturally good
thinkers; unless the
cognitive conditions

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are right, we will avoid
thinking." 2 2. "Factual
Knowledge must
precede skill."

**Why Don't Students
Like School
Summary at**

Willingham, Daniel T.,
(Summer 2007) Critical
Thinking: Why Is It So
Hard to Teach?,
American Educator,
American Federation of
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Daniel T. Willingham is a cognitive psychologist who is a professor in the University of Virginia's Department of Psychology. Daniel T. Willingham earned his

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PhD from Harvard
University and has
authored numerous
books related to
education and
psychology. These
include Cognition: The
Thinking Animal (2001)
and Raising Kids Who
Read (2015).

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Daniel Willingham
earned his B.A. from
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1983 and his Ph.D. in
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from Harvard
University in 1990. He
is currently Professor of
Psychology at the
University of ...

Daniel T. Willingham
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Psychology in the
Classroom

The answer is quite
simple, according to
cognitive scientist
Daniel Willingham. We
all would rather not

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think if we don't have
to. That's why we have
memory. "Thinking is
the hardest work there
is, which is the
probable reason why
so few people engage
in it," Henry Ford once
observed.

Why Don't Students Like School? by Daniel Willingham

Willingham, Daniel T.
Arts Education Policy
Review, v109 n4
p21-29 Mar-Apr 2008.

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After more than 20 years of lamentation, exhortation, and little improvement, writes the author, perhaps it is time to ask a fundamental question: Can critical thinking actually be taught? People who have sought to teach critical thinking have assumed that it is a ...

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to reading with
comprehension, and
why teaching reading
strategies alone is not
sufficient that...

**Teaching Content Is
Teaching Reading**

Daniel T. Willingham
(@DTWillingham) is a
professor of

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Willingham Why
psychology at the
University of Virginia
and the author, most
recently, of "The
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...

Daniel T. Willingham is
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